PROVINCE OF SASKATCHEWAN

10-11

PLAN FOR 2010-11

MINISTRY OF EDUCATION

MINISTRY PLAN FOR 2010-11

Statement from the Minister

I am pleased to present my Ministry's Plan for the upcoming year. In this Plan we identify how the Ministry of Education aligns with Government's direction for 2010-11.

Our Government recognizes that the success of our children and youth is foundational to Saskatchewan's growth and security. Our education, library, and child care sectors have a critical role in preparing and supporting Saskatchewan people to be successful citizens.

We are committed to ensuring a high quality public education system that supports Saskatchewan's families and attracts new families to our communities. Last September the number of Kindergarten to Grade 12 students increased for the first time since 1992. There was an increase of 361 students over the previous year. While it is not a huge increase, student numbers are on the rise after declining by 36,000 over the past 17 years. We are very happy and excited about this growth in student population.

I accept responsibility for furthering Government's commitments while ensuring the Ministry is managed with integrity and professionalism, with a commitment to Government's corporate values and principles. Examining programs and services to ensure the most effective and efficient delivery possible is a key priority for all ministries and an activity that will be reported on as results are achieved.

I will report on the progress made toward this Plan, within the financial parameters provided to my Ministry, in the Ministry's annual report.

The Honourable Ken Krawetz
Deputy Premier and Minister of Education

Response to Government Direction

Ministry Plans for 2010-11 align with Government's **vision for a secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing opportunity for a high quality of life for all.** Government's vision, goals, and priorities for the upcoming year are described in the ***Government Direction for 2010-11: Balanced. Forward-Looking. Responsible.***

Government's Plan and Budget for 2010-11 are about finding balance: responsibly managing expenditures, ensuring a solid revenue base, minimizing debt levels, and ensuring everyone can benefit from the province's economic prosperity.

To maintain the province's economic momentum, steps need to be taken to slow the growth in government expenditures. Direction has been provided to ministries to find ways to improve the effectiveness and efficiency of government's programs and services, and to ensure the best use of public funds. Efforts will focus on responsible financial management and innovative solutions to improve services to the public while reducing government's overall footprint.

Similar to the ministry plans presented last year, the Plan for 2010-11 communicates a high-level framework for the Ministry's key activities and identifies how the Ministry works to support Government's goals and priorities.

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Strategies and Actions

Government Goal – Economic Growth

Sustain **Economic Growth** for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.

Strategy	Key 2010-11 Actions
Support positive learning experiences, and academic and holistic development of young children	• Maintain funding for child care and early childhood learning and development initiatives: ~ continue the phased-in implementation of the Early Development Instrument, a tool that measures children's readiness to learn in a school environment; ~ conduct an analysis of the *KidsFirst* program based on results of a three-year program evaluation completed in March 2010. The analysis will be conducted in collaboration with school divisions, regional health authorities, regional social services, and the Ministries of Health, Social Services, and First Nations and Métis Relations; and, ~ continue implementation of new Prekindergarten programs across Saskatchewan. • Review results of the 2009-10 audit of 15 Early Childhood Intervention Programs (ECIPs), to determine the level of compliance with provincial standards.
Support improved literacy, student achievement, and well-being of First Nations and Métis learners	• Distribute the *Inspiring Success: Building Towards Student Achievement* policy framework for First Nations and Métis learners to all provincial school divisions. *Inspiring Success* will provide the focus for the action plan to be developed by the First Nations and Métis Education Provincial Advisory Committee. Through attendance at Continuous Improvement Framework bi-annual conferences, First Nations and Métis Education superintendents will support changes proposed by school divisions and will identify areas for recommended growth within school divisions in support of First Nations and Métis Education. • Introduce the First Nations and Métis Language Strategy/Framework to promote the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects. • Develop culturally-appropriate assessment tools and processes for the Assessment for Learning program.

Strategy	Key 2010-11 Actions
Support improved student achievement and well-being, and literacy of all learners	• Ensure that education of First Nations Treaties is made mandatory in the K-12 curriculum: ~ finalize and implement, in both official languages, a K-12 Developmental Continuum of Treaty education outcomes, along with learning resources to support the instruction of Treaty education in all schools; and, ~ refine and administer the Treaty Essential Learnings Tests for Grade 7 students. • Develop outcomes-based K-12 curriculum that includes environmental education, conservation, and sustainability. This new curricula will focus on teaching for deeper understanding in order to support higher student achievement. In 2010-11, curriculum will be developed for: ~ Mathematics 20 (three strands) in both official languages; ~ English Language Arts 20 and elective courses; ~ Arts Education 10, 20, 30; and, ~ other secondary level courses, in both official languages, to be determined. • Provide new outcomes-based curricula that includes environmental education, conservation, and sustainability for implementation: ~ K-9 Arts Education, English Language Arts, Health Education, Physical Education, Science, Social Studies, Mathematics; ~ Grades 6-9 Career Education; ~ Mathematics 10 (workplace and apprenticeship); ~ Mathematics 10 (pre-calculus and foundations); ~ English Language Arts A10 and B10; ~ French Immersion: ~ K-9 Mathématiques; ~ Grades 1-5 Core French; ~ Grades 1-9 Français; ~ Grades 3-9 Éducation artistique, Éducation physique, Sciences humaines; ~ Grades 6-9 Sciences; and, ~ Bienêtre; ~ Francophone education: ~ Maternelle; ~ Grades 1-2 Sciences humaines; ~ Grades 1-9 Mathématiques; ~ Grades 3-9 Éducation physique; and, ~ Grades 6-9 Sensibilisation aux carrières. • Develop a response to the recommendations submitted by the Provincial Panel on Student Achievement. • Implement a provincial literacy strategy. • Pilot an accountability framework in support of the community education philosophy and approach. • Develop a customized Saskatchewan learning resource, for each of grades 6 and 7 Science, in French.

Government Goal – Security

Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.

Strategy	Key 2010-11 Actions
Provide equitable opportunities for all students regardless of where they live or their personal circumstances	• Work with school boards to increase distance education and tele-learning opportunities in rural schools: ~ provide funding to school divisions to maintain delivery of print-based distance education courses, and to subsidize distance education services for adult learners who are upgrading; ~ provide funding to school divisions in assuming delivery of the Ministry's French immersion distance education courses; ~ provide support to the Conseil des écoles fransaskoises to explore and identify needs for distance education courses for grades 1-12 for all francophone students in Saskatchewan; ~ begin implementation of a video streaming initiative, Recommended Online Video Educational Resources (ROVER), in all provincially funded schools; and, ~ acquire rights to video resources in both official languages to support K-12 curriculum, focusing on video streaming rights for use on ROVER. • Support development of new licensed child care spaces. • Continue to provide funding to community schools for school lunch and anti-hunger programs. • Monitor the deliverables of the Minister's agreement with the Saskatchewan Information and Library Services Consortium with respect to the Single Integrated Library System (SILS) and distribute funding to the SILS Consortium as part of Government's four-year ($5.2 million) commitment. • Continue with the second year of a three-year review of Ministry library system applications to determine which applications will stay within the Ministry, which will be terminated, and which will be transferred to the SILS consortium. • Continue to provide dedicated funding for schools that meet stringent criteria as Schools of Opportunity. • Work with other ministries to develop and sign a cross-ministry and intergovernmental agreement to work towards an environment where jurisdiction does not interfere with providing services to children with complex medical needs. This collaborative effort is known as *Jordan's Principle*. • Continue implementation of an integrated, standardized provincial electronic Personal Program Plan, in both official languages, for all students with intensive needs in all provincially funded K-12 schools in the province. • Provide support to meet increasing demands of students with diverse and/or intensive needs which will include a practical, outcome-focused, and collaborative Student Support Services review process.

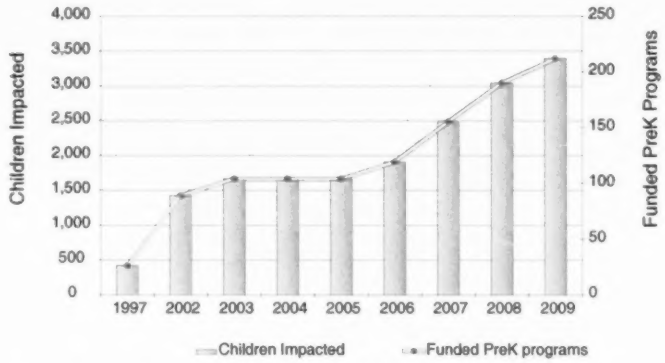
Strategy	Key 2010-11 Actions
Support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems	• Work with local school boards, the business community, and community-based organizations to enhance business literacy, entrepreneurial, and career education in Saskatchewan schools, including continued implementation of the Career Development Action Plan which focuses on supporting children and youth to effectively participate in the social and economic future of our province. • Work with the Human Services Integration Forum (HSIF) and the Regional Intersectoral Committees to develop a framework for the collection, distribution, and use of data to improve evidence-based decision-making.
Achieve an equitable funding model for PreK-12 education	• Administer province-wide education property tax rates (mill rates), set by the Government at 2009 rates, for each of the three major property classes - residential, commercial, and agricultural. • Continue development of a new funding distribution system to determine allocation of education funds among school divisions, in consultation with school divisions.

Government Goal – Promises

Keep Government's **Promises** and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Strategy	Key 2010-11 Actions
Support strong system-wide accountability and governance	• Consolidate the Board of Teacher Education and Certification and the Teacher Classification Board. • Review and recommend changes to the home-based education legislation, regulations, and policy to ensure currency and consistency, in collaboration with the Home-Based Education Review Board. • Develop a framework of accountability and reporting for provincially-funded independent schools. • Develop a plan of action based on recommendations received through the 2009-10 evaluation of School Community Councils. • Work with school divisions towards a new accountability relationship associated with a new funding distribution model for school division operations. • Develop a framework to guide the Ministry in reducing its environmental footprint.
Enhance learning facilities, including child care centres, PreK-12 institutions, and public libraries	• Provide capital funding of $17.2 million, including $12.5 million in block funding to begin to address the facilities pressures. • Develop and implement capital policies within the facility framework for: early learning and child care facilities; First Nations and Métis supports; public library needs; and, environmental and sustainability guidelines. • Continue planning work to support and advance joint and multi-ministry facilities such as the Trades and Skills Centres in Regina and Saskatoon and the North Central Shared Facility in Regina.
Improve the effectiveness and efficiency of the Ministry's programs and services so as to ensure the best use of public funds	• Implement a strategic management practice of assessment and continuous improvement to ensure a robust, objective, and multi-year assessment function. • Enhance information management systems to ensure reliability and integrity of data, thereby strengthening data-sharing relationships with the sector. • Complete a pilot project with several school divisions to determine suitability of data warehousing applications that enable the sector and the Ministry to store and access data. • Review and develop business processes across the Ministry to improve and build capacity in enterprise risk management and agreement management. • Review two Ministry testing programs, the Assessment for Learning Program and Grade 12 Provincial Exams, in response to Government's emphasis on effective and efficient government. • Undertake the renewal of Ministry programs and policies to ensure strategic fit with the Strategic Framework for PreK-12 Education. • Work within the Ministry, and with school divisions, to enhance the efficiency and effectiveness of current practices and processes.

Performance Measures

Measure	Baseline / Trend Line Information
Number of Prekindergarten programs targeted at vulnerable children, funded by the Ministry of Education, including number of children impacted	

Source: Ministry of Education, Early Learning and Child Care Branch

Measure Description

"We know that quality early childhood education and care (ECEC) sows the seeds for lifelong well-being, that every dollar invested in ECEC means much less spent on health care and social programs later in life, and that this investment reaps immeasurable dividends in terms of healthier, happier, better adjusted, more productive citizens." (Pulsus Group Inc. (2009). Senator Wilbert Joseph Keon OC. *Paediatric Child Health Vol 12 No 10 December 2009*)

Saskatchewan's Prekindergarten programs provide vulnerable three-and four-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self-esteem, nurturing educational growth and school success, promoting language development, and engaging families. This measure, in support of the Ministry's strategy to support positive learning experiences, and academic and holistic development of young children, reflects the Ministry's commitment to preparing vulnerable children for success in their learning experience, increasing the number of spaces available to children in PreK programs more than eight fold since 1997. Beginning with the 2009-10 school year, the Ministry assumed funding of approximately 19 PreK programs that school divisions were previously funding with local resources.

In addition to funding, the Ministry's role is to provide guidelines, professional development, and consultative support.

Measure	Baseline / Trend Line Information

Number of licensed child care spaces in Saskatchewan

	Net Spaces* At March 31
2006	8,712 – baseline
2007	8,842
2008	9,153
2009	9,699

** Net licensed child care spaces allocated by the Ministry are impacted by a number of factors such as closure of facilities, delays due to rising facility costs, etc.*

Source: Ministry of Social Services, Child Care Mainframe System; Ministry of Education Maximizer software database

Measure Description

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. This measure, in support of the Ministry's strategy to provide equitable opportunities for all students regardless of where they live or their personal circumstances, reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of available child care spaces has increased by more than 11 per cent since April 1, 2006 when the Ministry assumed responsibility for early learning and child care services from the Ministry of Social Services.

The Ministry licenses, monitors, and provides funding to support child care facilities in accordance with established regulations, funds development of new child care spaces, and provides policy and program direction, advice, and professional and evaluation supports related to licensed child care. The net number of licensed child care spaces available in Saskatchewan is impacted by circumstances such as the closure of facilities, or delays in construction, over which the Ministry has limited control.

Measure	Baseline / Trend Line Information

15-year-old student performance in mathematics, reading, and science in the Programme for International Student Assessment (PISA)

		Sask	Canada
Mathematics	2000: (baseline)	525	533
	2003:	516	532
	2006:	507	527
Reading	2000: (baseline)	529	534
	2003	512	528
	2006	507	527
Science	2000: (baseline)	522	529
	2003	506	519
	2006:	517	534

2000 and 2003 Data Source: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005
2006 Data Source: Statistics Canada (2007), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, 2006 First Results for Canadians Aged 15, Tables B1.1, B2.1, B2.2

Measure Description

PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD) and is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools, and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce an international average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 22,000 15-year-olds from about 1,000 schools across the 10 provinces participated in PISA 2006. This measure, in support of the Ministry's strategy to support improved student achievement and well-being and literacy of all learners, shows that Saskatchewan 15-year-olds performed statistically significantly below the Canadian average in all performance areas measured, and are trending downward in mathematics and reading.

Data from PISA 2009 is not expected to be available until late in 2010.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS} and School Community Councils as a means of effecting a change in these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Measure	Baseline / Trend Line Information

13-year-old student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

		Sask	Canada
Mathematics	2007: (baseline)	461	500
Overall[1] Reading	2007: (baseline)	471	500
Science	2007: (baseline)	480	500

1. *Scores include three subdomains of the integrated process of reading: comprehension, interpretation, and response to text.*

2007 Data Source: The Council of Ministers of Education, Canada (2007). PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science. pp 19, 35, 36

Measure Description

The PCAP is the Council of Ministers of Education Canada's commitment to informing Canadians on how well their education systems are meeting the needs of students and society. The information gained gives each minister of education a basis for examining the curriculum and other aspects of their school systems. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 20,000 13-year-olds wrote the reading (primary) segment of the test (15,000 in English and 5,000 in French). About 10,000 wrote the mathematics and science (secondary) segments (7,500 in English and 2,500 in French). Although this is just one measure of student achievement at one age level in support of the Ministry's strategy to support improved student achievement and well-being and literacy of all learners, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

The next PCAP will occur in spring of 2010.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

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Measure

Per cent of students[1] in a cohort[2] entering Grade 10 in the year shown who complete Grade 12 within three, four or five years

Baseline / Trend Line Information

Entered Grade 10	Within 3 years		Within 4 years		Within 5 years	
	All	FN&M[3]	All	FN&M	All	FN&M
2000-01	73.1	--[4]	78.00	--	79.8	--
2001-02	73.2	--	77.8	--	79.6	--
2002-03	73.9	--	78.6	--	80.4	--
2003-04	75.0	--	79.0	--	80.4	--
2004-05	75.5	31.7	79.6	41.3	81.2	46.5
2005-06	73.6	31.5	78.0	41.2	n/a	n/a
2006-07	73.8	31.6	n/a	n/a	n/a	n/a

1. *Data includes students in provincially funded, Independent, and First Nations schools.*
2. *Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.*
3. *Self-declared First Nations and Métis.*
4. *Reliable data for First Nations and Metis students was not available prior to 2004-05.*

NOTE: Student Data System numbers may differ from those previously reported due to broader inclusion of students on the System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gap between Aboriginal and non-Aboriginal learners who complete Grade 12 is an economic, social, and ethical necessity. This measure, in support of the Ministry's strategies to support improved student achievement and well-being and literacy of all learners and support improved literacy, student achievement, and well-being of First Nations and Métis learners, reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The rate has remained relatively stable since 2001.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Measure

Proportion of provincially funded schools and public libraries choosing CommunityNet (CNet), connected to CNet, and meeting Industry Canada's 2003 broadband standard

Baseline / Trend Line Information

At Sept 1	Choosing CNet		Connected to CNet		At or above IC 2003 Standard[1]	
	Schools[2]	Libraries	Schools[3]	Libraries[3]	Schools[3]	Libraries[3]
2008 (baseline)	80.9% (583 of 721)	100.0% (310 of 310)	100.0% (583 of 583)	71.0% (220 of 310)	46.8% (273 of 583)	4.8% (15 of 310)
2009	80.4% (578 of 719)	100.0% (310 of 310)	100.0% (578 of 578)	84.5% (262 of 310)	65.7% (380 of 578)	10.3% (32 of 310)

1. *A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetric bandwidth is 1.5 megabits per second per individual user (subject to change).*
2. *Some (approximately 20 per cent) provincially funded schools choose an alternate network to connect to the Internet, or choose not to be connected to the Internet.*
3. *Proportion of those schools and libraries choosing CommunityNet.*

Source: Ministry of Education, Network Services

Measure Description

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities. It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet the Industry Canada standard will accomplish this task.

This measure, in support of the Ministry's strategy to provide equitable opportunities for all students regardless of where they live or their personal circumstances, shows that all schools and 84.5 per cent of public libraries choosing to be connected to the Internet through CommunityNet are connected, and 65.7 per cent of those schools and 10.3 per cent of those public libraries have a connection that meets or exceeds Industry Canada's 2003 broadband standard.

The Ministry provides funding for the expansion and upgrading of the CommunityNet infrastructure.

Measure

Grade 7 student transitions, by student characteristic, 2005-06 to 2008-09

Baseline / Trend Line Information

	2005-06	One Year Later – 2006-07		
	Grade 7 Cohort	Continuing Previous Grade	Grade 8	Not Re-enrolled
Total	13,541	1.3%	96.8%	1.9%
Self-Declared Aboriginal	2,887	4.2%	91.9%	3.9%
Male	7,037	1.5%	96.7%	1.8%
Female	6,504	1.1%	96.9%	2.0%
Urban	7,448	0.6%	97.5%	2.0%
Rural	5,236	0.9%	97.4%	1.7%
North	857	9.9%	86.7%	3.4%

	Two Years Later – 2007-08			Three Years Later – 2008-09		
	Continuing Previous Grade(s)	Grade 9	Not Re-enrolled	Continuing Previous Grade(s)	Grade 10	Not Re-enrolled
Total	2.3%	94.7%	3.0%	4.8%	91.2%	4.0%
Self-Declared Aboriginal	7.1%	88.5%	4.5%	15.4%	78.2%	6.4%
Male	2.5%	94.6%	2.9%	5.2%	90.9%	3.9%
Female	1.9%	94.9%	3.2%	4.4%	91.5%	4.2%
Urban	1.1%	95.6%	3.2%	3.6%	92.6%	3.8%
Rural	1.9%	95.8%	2.2%	3.6%	92.8%	3.5%
North	13.9%	80.3%	5.8%	22.8%	68.1%	9.1%

NOTE: 'Not re-enrolled' data may include some inaccurate coding of student information as well as those students who may have discontinued school.

Source: Ministry of Education, Student Data System

Measure Description

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows the cohort of students who were enrolled in Grade 7 in the 2005-06 school year and follows their transitions over the next three years.

This measure, in support of the Ministry's strategy to support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems, shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that self-declared Aboriginal and northern students have the lowest proportion continuing from Grade 7 to Grade 10 and the highest proportion of students not re-enrolled after three years; however, these subpopulations also have the largest proportion still attending school three years later albeit they are continuing previous grades.

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Measure	Baseline / Trend Line Information

Age of provincially funded schools

Year of Construction [1]	Number of Schools	Proportion of Schools
Before 1980	637	88.4 %
1980-89	42	5.8 %
1990-99	18	2.5 %
2000-08	24	3.3 %
TOTAL	721 [2]	100%

1. *Includes replacement schools.*
2. *Number of schools at September 30 in most recent year shown.*

Source: Ministry of Education, Education Finance and Facilities Branch

Measure Description

The provision and maintenance of high quality learning facilities has a direct impact on the system's ability to help students achieve optimal performance.

This measure demonstrates that more than 88 per cent of provincially funded schools were constructed 30 or more years ago, with an estimated 15 per cent (97) of those schools being constructed 60 or more years ago. Statistics Canada estimates the service life of education buildings at about 40 years. While the physical condition of some of these aging schools may be satisfactory, changes in teaching and learning practices and the introduction of additional programs or initiatives may require additional and/or redesigned space. This presents particular challenges when trying to retrofit existing schools to these new requirements. For example: supporting vulnerable children through special programs and initiatives such as *KidsFirst* and community schools; providing space for child care and PreK programs; providing facilities that support First Nations and Métis language and cultural programming; and, dual language programming.

The Ministry's strategy to enhance learning facilities including child care centres, PreK-12 institutions and public libraries is also challenged by a number of factors such as enrolment fluctuations, inflation in the construction industry, and economic realities.

Capital funding is a component of the new education funding distribution system currently being developed in consultation with school divisions. Sufficient capital funding is essential to improving this measure.

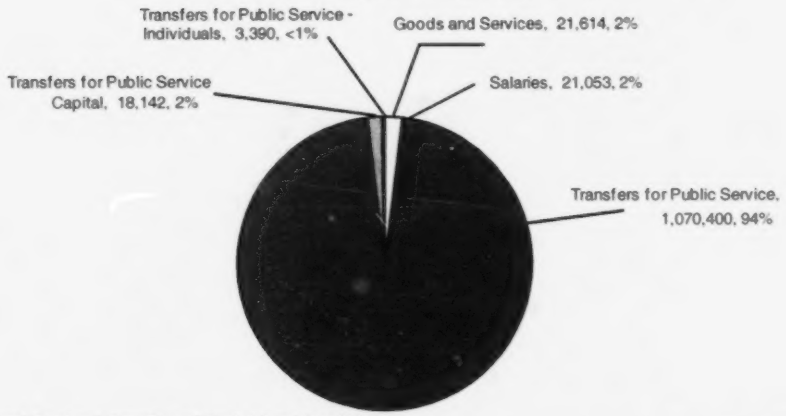
Financial Summary

Highlights of Appropriation and Expense 2010-11

2010-11 Estimates	(in thousands of dollars)
Central Management and Services	15,767
PreK-12 Education	1,042,317
Early Learning and Child Care	58,021
Curriculum and E-Learning	5,502
Literacy	2,539
Provincial Library	12,173
Ministry Operations Appropriation	**1,136,319**
Capital Asset Acquisitions	1,720
Capital Asset Amortization	1,000
Ministry Expense	**1,135,599**
Teachers' Pension and Benefits	176,815
Total Appropriation	**1,313,134**
Ministry FTE	**328.4**

For more information, see the Budget Estimates at: **http://www.finance.gov.sk.ca/budget/2010-11**

Ministry Spending by Category ($000s)


Transfers for Public Service - Individuals, 3,390, <1%
Goods and Services, 21,614, 2%
Transfers for Public Service Capital, 18,142, 2%
Salaries, 21,053, 2%
Transfers for Public Service, 1,070,400, 94%

Notes:
- *Excludes Teachers' Pension & Benefits and Capital Asset Acquisitions.*
- *Transfers for Public Service ($1,070.4M) consist primarily of payments to School Divisions and child care facilities for operations.*
- *Transfers for Public Service – Capital ($18.1M) consist of grants to School Divisions and child care centres for investment infrastructure.*
- *Transfers for Public Service – Individuals ($3.4M) provides targeted programs for young children and children with disabilities, and their families.*

HIGHLIGHTS

The following are key announcements from the Ministry of Education's 2010-11 Budget:

- In 2010-11 capital funding for the K-12 sector is $17.2 million.
- The overall funding for school divisions will increase by $33 million or 2.1 per cent in 2010-11. Education Property Tax rates will remain at the 2009-10 level: 7.08 mills for agriculture, 10.08 mills for residences, and an average of 15.42 mills for commercial property.
- This budget provides $2 million for 235 additional child care spaces funded by the province and 18 Prekindergarten programs. This brings the total number of licensed child care spaces operational or in development at the end of the 2010-11 fiscal year to approximately 11,650, and the total number of Prekindergarten programs to 230.
- In response to Government's emphasis on effective and efficient government, two Ministry testing programs, the Assessment for Learning Program and Grade 12 Provincial Exams, will be reviewed in 2010-11.
- The Ministry will introduce a First Nations and Métis Language Strategy/Framework to promote the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects.
- The Ministry's new video streaming service - Recommended Online Video Education Resources (ROVER) - will continue to be implemented in all provincially funded schools. This resource benefits educators by delivering high quality services and greater access to curriculum-based video, streaming directly into the classroom.
- The Ministry of Education will continue its implementation of the Career Development Action Plan, helping students become self-reliant, self-motivated career managers as they transition between learning and work. In 2010-11 the Ministry will continue to work with local school boards, the business community, and CBOs to enhance business literacy, entrepreneurship, and career education for students.

For More Information

Please visit the Ministry's website at www.education.gov.sk.ca, or call 1-888-775-3276, for more information on the Ministry's programs and services.